

## ABSTRACT

**Sukarno, B, S, T. 2024.** The Influence of Self-Regulated Learning, Social Support, and Academic Stress with Academic Procrastination on Thesis-Writing University Student. Thesis. English Education Study Program, Faculty of Teacher Training and Education Universitas Jambi. Advisors: **Eddy Haryanto, S.Pd., M.Sc.Ed., Mpp., Ph.D.** and **Dr. Reli Handayani, S.S., M.Pd.**

**Keywords:** *Self-Regulated Learning, Social Support, Academic Stress, Academic Procrastination, Thesis Writing.*

The present study aimed to explore the influence of self-regulated learning, social support, and academic stress on academic procrastination among university students engaged in thesis writing. A mixed-method approach was employed, with a sequential explanatory design to integrate quantitative and qualitative data. The research involved 73 students who completed questionnaires, alongside in-depth and semi-structured interviews with six participants to gather richer insights into their experiences. The findings indicated significant influences of the studied variables, highlighting that self-regulated learning play critical roles positively significant, while academic stress and social support was negatively associated with academic procrastination. The interviews revealed specific factors students face, such as deadline dependency, difficulties with language, loss of peer support, and so on, which hinder their thesis writing. Additionally, students expressed that having supportive friends and effective time management strategies considerably improved their ability to stay on track. These results offer valuable implications for educators and policymakers to develop interventions aimed at improving students' academic performance and well-being during thesis writing completion.